

Goal 6

An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average.

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Since the enactment of the *Kentucky Postsecondary Education Improvement Act* in 1997, Kentucky's postsecondary system has achieved remarkable gains in undergraduate and graduate enrollment—an accomplishment due in part to intensified efforts to recruit non-traditional students and employ innovative methods to deliver courses and programs in ways that reflect the complexity of people's daily lives. The Council assesses systemic efficiency, responsiveness, and coordination by monitoring graduation rates, student surveys, cooperative academic programs, and other such measures.

Indicators Related to Enrollment and Access

- Undergraduate enrollment in Kentucky continued to increase, rising from 193,638 students in fall 2002. Nearly 93,000 students enrolled in four-year public universities, 72,000 in KCTCS institutions, and 27,000 in independent colleges and universities.
- Graduate and first-professional enrollment at Kentucky's public universities also increased, rising from 23,127 in 2002 to 23,552 in 2003.
- In 2003, 82.8 percent (+ or – 1.92 percent at the 90 percent confidence level) of adults in Kentucky aged 25 or older held a high school diploma or GED. This is a significant improvement over 77.9 percent in 1998. Nationally, 84.6 percent of adults 25 and older hold a high school diploma or GED.
- According to the Census Bureau, the percentage of Kentuckians 25 years and older with a baccalaureate degree decreased from 21.6 percent in 2002 to 21.3 percent in 2003 (+ or – 2.08 percent within a 90 percent confidence interval). During the same period, the percentage of baccalaureate holders in the U.S. increased from 26.7 percent in 2002 to 27.2 percent in 2003.
- Adult education enrollments increased from 86,413 in 2001-02 to 120,051 in 2003-04, a record high. Of this total, 36,825 enrolled in adult

basic education, compared with 37,700 in 2003; 51,388 in workforce education, compared with 43,050 in 2003; 10,259 in GED preparation compared with 14,217 in 2003; 4,397 in family literacy compared with 3,986 in 2003; 11,332 in distance education through Kentucky Virtual Adult Education, compared with 1,889 in 2003; 4,841 in English as a Second Language compared with 5,459 in 2003; and 6,996 in correctional education compared with 7,825 in 2003.

- GED completers in Kentucky enrolling in postsecondary education within two years rose from 17.6 percent in 2000 to 19.9 percent in 2001. This is a significant improvement since 1998, when only 12 percent GED recipients enrolled in postsecondary education within two years.
- In 2003, 9,452 adults earned a GED, down from 14,651 the previous year. In 2004, 9,740 adults earned a GED, up from 9,452.

Initiatives to Increase Enrollment and Access

In addition to the institutional recruitment and enrollment initiatives described earlier in this report, the Council administered a number of statewide programs and initiatives in 2003-04 to ensure college was more accessible to all Kentuckians, regardless of race, economic status, or location. The most significant of these efforts include:

Kentucky Plan for Equal Educational Opportunities

The Council annually assesses institutions' progress in meeting the objectives of the *Kentucky Plan for Equal Opportunities*. Universities are evaluated according to performance on eight objectives. Objective 5 does not apply to Kentucky State University:

1. Kentucky resident African American undergraduate enrollment.
2. Retention of first-year resident students.
3. Retention of all Kentucky resident undergraduate students.
4. Baccalaureate degrees awarded to Kentucky residents within six years.
5. Kentucky resident graduate student enrollment.
6. Employment of African Americans in executive, administrative, and managerial positions.

7. Employment of African Americans as faculty.
8. Employment of African Americans as other professionals.

The community and technical colleges are evaluated on four equal opportunity objectives:

1. Kentucky resident African American undergraduate enrollment.
2. Employment of African Americans in executive, administrative, and managerial positions.
3. Employment of African Americans as faculty.
4. Employment of African Americans as other professionals.

Data for 2003-04 will not be available until January 2005, so performance is reported for 2002-03. The institutions' success in meeting established objectives determines whether they are able to automatically add new degree programs, or if they have to implement them under waiver provisions. All data represented below focuses exclusively on Kentucky resident African American students.

Kentucky resident African American undergraduate student enrollment in the public postsecondary education system increased from 7.3 percent in 1995 to 8 percent in 2003, exceeding the goal of 7.7 percent by fall 2002. Among four-year institutions, the University of Louisville reported the largest enrollment of African American students (1,829). Among KCTCS institutions, Jefferson Community and Technical Colleges noted the greatest enrollment of resident African American students: 1,622, and 358 respectively. Lexington Community College reported that 880 African American students were enrolled in fall 2002.

A total of 9,944 degree seeking African American undergraduate students were enrolled at Kentucky's public postsecondary institutions in fall 2002. In fall 2003, 51.8 percent (5,155) of these students returned. Of the 2,009 African American first-time freshmen enrolled in Kentucky's public postsecondary institutions in fall 2002, 1,079 (53.7 percent) returned in 2003. Two hundred forty-one resident African Americans earned bachelor degrees within six years (fall 1997 cohort) for a 38.6 percent graduation rate.

Graduate Kentucky resident African American student enrollment in public postsecondary institutions increased from 4.7 percent in 1995 to 6.4 percent in 2003. African American students represented 60.3 percent of total graduate enrollment at Kentucky State University, Kentucky's historically black institution, and 5.6 percent at the other public universities.

Kentucky resident African American undergraduate student enrollment in the public postsecondary education system increased from 7.3 percent in 1995 to 8 percent in 2003, exceeding the goal of 7.7 percent by fall 2002.

Based on their degree of success in enrolling, retaining, and hiring African Americans, fewer institutions qualified in calendar year 2004 for the most favorable category of eligibility.

Employment of African Americans in executive, administrative, and managerial positions at the public institutions increased from 7.7 percent (84) in 1995 to 8.7 percent (114) in 2003. African Americans in full-time faculty positions at the public institutions declined slightly from 5.2 percent (315) in 1995 to 5.1 percent (382) in 2003. African Americans in professional positions (non-faculty) at the public institutions increased from 6.2 percent (337) in 1995 to 7.6 percent (475) in 2003.

Based on their degree of success in enrolling, retaining, and hiring African Americans, fewer institutions qualified in calendar year 2004 for the most favorable category of eligibility. More institutions qualified for waivers in calendar year 2004 to implement new degree programs. This year five universities - EKV, KSU, MuSU, UK, and UofL (compared to six in 2003 - KSU, MoSU, MuSU, NKU, UK, WKU) automatically are eligible to add new degree programs. NKU and WKU received the quantitative waiver status and MoSU received the qualitative waiver status (the least desirable category). Nine community and technical colleges qualified for automatic status, while seven achieved the quantitative waiver status, and four are eligible for the qualitative waiver. KCTCS institutions with the qualitative waiver declined from ten in 2003 to three in 2004.

No university showed progress on all eight of the plan's objectives. UofL showed progress on seven of eight objectives. KSU showed progress on five of its seven objectives. EKV and UofL improved performance from the previous year; KSU, MoSU, NKU, and WKU saw declines in their performance; and UK and MuSU were unchanged.

The Council also administered or promoted a number of activities in 2003-04 to assist minority student success:

- The annual conference of the Governor's Minority Student College Preparation Program (GMSCPP) was held June 9-10, 2004 at Northern Kentucky University. This day and a half conference offered over 200 African American middle and junior high school students an opportunity to experience college first-hand through an overnight stay on campus and academic enrichment workshops.
- The 17th Annual Academically Proficient African American High School Junior and Senior Conference was held at Western Kentucky University June 18-19, 2004. Participants were required to have at least a 2.75 GPA and be a rising junior or senior in fall 2004. The conference provided students assistance in selecting a college, seeking financial aid, improving communication and coping skills, and identifying possible careers. Over

250 students, parents, and college representatives from across the Commonwealth attended the 2004 conference.

- Several of Kentucky's public postsecondary institutions participated in the annual college fair at the Louisville Defender's Minority Consumer Expo in October 2004.
- The Council's Committee on Equal Opportunities is in the process of developing a new Statewide Equal Opportunities Plan. The new plan is expected to be completed by November 2005.
- The Council's Committee on Equal Opportunities conducted two campus visits in 2003-04 and one visit during the fall semester of the 2004-05 academic year. The CEO visited Murray State University in October 2003, Western Kentucky University in April 2004, and Northern Kentucky University in October 2004. The MuSU and WKU reports are available online at the Council's website: http://www.cpe.state.ky.us/council/council_committee_on_equal_20040614.asp. The NKU report will be available in February 2005.

GEAR UP Kentucky

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a five-year, \$10.5 million federal grant matched by \$10.5 million in state and local funds. GEAR UP Kentucky provides supplemental support and enrichment activities to schools selected because the majority of their students qualify for federal free or reduced-price lunch. Students begin GEAR UP as seventh-graders and receive services throughout high school to ensure they receive adequate encouragement and support to enroll in postsecondary education.

The GEAR UP Kentucky infrastructure includes 22 postsecondary institutions and 31 middle schools. The project then follows the students to 21 high schools statewide.

In 2003-04, GEAR UP served 16,458 students in grades seven through ten. At the current rate, GEAR UP Kentucky will serve more than 22,000 students by 2005. GEAR UP promotes activities in the following five priorities: awareness of college opportunities and costs, rigor in curricula and instruction, access to college scholarships, engagement of parents, and support for students who fall behind their peers. Among the significant GEAR UP Kentucky outcomes for 2003-04:

GEAR UP Kentucky provides supplemental support and enrichment activities to schools selected because the majority of their students qualify for federal free or reduced-price lunch.

Only 45 percent of GEAR UP parents reported that they are definitely or probably sure their child will be able to afford to go to college.

- Seventy percent of ninth grade students indicated they know what classes they need to take in high school to go to college; in the seventh grade, only 59 percent of these students knew what courses to take.
- Thirty-nine percent of ninth grade parents in 2004 reported they had spoken with someone at their child's school about college admission compared with 29.3 percent in 2003.
- One-third more eighth grade students took algebra than in 2002-03 (10 percent of students in 2003 compared with 13.1 percent in 2004).
- On average, when compared with students nationwide, GEAR UP Kentucky eighth-grade and tenth-grade students achieved scores above the national norm in English on the ACT assessments of college readiness—EXPLORE and PLAN.
- Fifty-five percent of the GEAR UP student population scored above the novice level in writing on the CATS assessment test, compared with 47 percent the previous year.
- Sixty-one percent of the GEAR UP student population scored above the novice level in mathematics and science on CATS.
- Only 45 percent of GEAR UP parents reported that they are *definitely* or *probably* sure their child will be able to afford to go to college, compared with 47 percent in 2003.

A more detailed report of GEAR UP outcomes can be obtained from the *GEAR UP Kentucky Annual Performance Report*, available from the Council.

Go Higher Kentucky Web Portal

The Go Higher Kentucky web portal (www.GoHigherKY.org) was launched on June 2, 2004. Formerly *Kentucky Mentor*, an online resource for Kentucky's independent colleges and universities, GoHigherKY.org now includes the state's public and licensed proprietary institutions, as well as adult and distance education providers. The site is sponsored by the Kentucky Higher Education Assistance Authority and maintained by Xap Corporation, which hosts Mentor systems in 25 other states. The Association of Independent Kentucky Colleges and Universities, the Kentucky Department of Education, and the Council are partners in this initiative.

The new, enhanced web portal provides information, resources, and interactive tools to guide traditional and nontraditional students through the college planning process. Users can complete career assessments, take virtual campus tours, submit financial aid forms, and apply for undergraduate admission at the

University of Kentucky and 17 independent institutions. To date, all public institutions have signed partnership agreements with Xap to place admissions applications on the site. Their undergraduate applications are expected to be online by fall 2004.

The Council worked with KHEAA and Xap to customize portions of the website for adult learners and for students participating in GEAR UP Kentucky. Future enhancements to the site will include an online version of Kentucky's Individual Graduation Plan, a requirement of all students beginning in eighth grade. High school counselors will be trained to track students' development of their IGP via GoHigherKY.org

Radio, print advertisements, and press releases are possible components of a campaign to promote the site, expected in spring 2005.

University Coordinated Advising Network (UCAN)

In September 2002, KYVU received a \$400,000, three-year grant from the U.S. Department for Education's Fund for the Improvement of Postsecondary Education to link current and prospective students with resources that provide advice and information about postsecondary education. The Kentucky Virtual University Coordinated Advising Network (UCAN) will give students, parents, employers, and others access to a single point of contact for pre-admission, academic, career, and financial aid counseling services.

The UCAN tracking software will enable institutions to respond to inquiries consistently and completely. As an integral part of the UCAN hub, institutions will have immediate access to other referral sources such as KHEAA, Go Higher and KYAE, enabling them to reach new audiences through UCAN's inquiry tracking and reporting. UCAN is intended to enhance each institution's strategies, not replace them or create a one-size-fits-all approach.

The UCAN committee includes representatives from KYVU, KDE, KHEAA, KCTCS, CPE, KYAE and other institutions. Phase 1 is in development, and is expected to launch in early 2005. The goal of Phase 1 is to establish all the key elements of UCAN to enable pilot groups to get effective, consistent service from all UCAN institutions. Pilot groups include at-risk students, adult learners and students dually enrolled in high school and college. Phase 2 will broaden access to learners across the state.

Future enhancements to the Go Higher Kentucky website will include an online version of Kentucky's Individual Graduation Plan, a requirement of all students beginning in eighth grade.

Accessibility of Internet-based Instruction

In July 2002 the Kentucky Virtual University conducted a survey of institutional policies regarding the accessibility of instruction that utilized the Internet. While some institutions reported having policies under development, it was apparent there was a lack of awareness about accessibility issues and understanding of the policies ensuring accessibility. Working with the State ADA Coordinator, the Governor's ADA Task Force on Postsecondary Education, and with support from the Kentucky Council on Developmental Disabilities, KYVU led a policy development process which included a "Symposium on Accessibility for Online Learning" at Eastern Kentucky University on October 9, 2002, and a "Policy Workshop for Accessibility of Online Instruction" on March 6, 2003, at the University of Louisville. More than 100 participants from over 30 institutions and state agencies participated in these sessions. In addition, several presentations and consultations were held with individual institutions and groups to assist in their policy development efforts.

In July 2003, the Governor's ADA Task Force on Postsecondary Education recommended that institution web sites, distance learning courses, and web-enhanced courses associated with postsecondary institutions should at a minimum: (1) meet Priority I of the W3C Guidelines; (2) have a disclaimer of compliance included on all pages of institution websites; (3) initiate an ongoing training and monitoring program for faculty and staff to ensure compliance with Section 508 and ADA, and (4) establish a process for reporting and responding to complaint issues.

A recent survey of postsecondary institutions indicated that Kentucky is making progress improving the accessibility of internet-based instruction. UK, UofL, Murray, Western, and Morehead have approved policies that will increase the number of institutions with policies and procedures for Internet-based instruction. The other Kentucky institutions are in the process of putting policies in place. Kentucky's accessibility policy status compares favorably with states across the country.

The Kentucky Postsecondary eTextbook Repository (KPeR) – The Kentucky Postsecondary Textbook Accessibility Act, Senate Bill 85, mandates that postsecondary institutions provide means of alternate access to textbooks and instructional materials to students with federally-defined disabilities. It also requires that all publishers who sell instructional materials to postsecondary institutions in Kentucky provide, upon request and at no cost, electronic versions in an appropriate electronic format for use with students with disabilities.

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who cannot utilize standard instructional materials. SB 85 directs the Council on Postsecondary Education, to the extent funds are available, to establish or otherwise designate a consortium to serve as a state repository for alternative format instructional materials. The repository will help increase access to more materials by allowing electronic files to be centrally collected and distributed.

Discussion is underway to utilize KCTCS as a statewide electronic storage site where Disability Service Coordinators (DSCs) can access eTextbooks acquired by other institutions or through publishers. The Kentucky Office for the Blind, (the authorized entity that holds copyright permission for this special population) already manages an Accessible Textbook Service and would provide day-to-day management of the KPeR for no additional charge as its contribution to the effort. A cost distribution plan will be developed and offered to the institutions for funding.

Initiatives to Improve Efficiency and Coordination

The following programs or strategies represent the Council's efforts in 2003-04 to fulfill its statutory responsibilities and facilitate efforts to improve systemwide efficiency and coordination.

The Institute for Effective Governance

The Institute for Effective Governance (IEG) was created in 2002 to provide a number of programs and services for institutional board members, including new board and Council member orientation, the Governor's Annual Conference on Postsecondary Education Trusteeship, and special interest seminars. The governing boards of Kentucky's public and independent colleges and universities, members of the Council, and other postsecondary constituents participate.

IEG is advised by an oversight committee and is managed by the Council. The Institute draws upon the experiences of other state and national organizations, as well as resources available in Kentucky when designing and conducting the programs. In the past, it has held an annual board development seminar, addressing such issues as self-assessment, presidential evaluation, board-president relationships, board structure, decision-making, and team building skills. However, the event was cancelled this year due to lack of funds.

The Governor's Conference on Postsecondary Education Trusteeship offers a yearly venue for board members to discuss reform issues with each other and the Governor. The conference also provides a forum for orientation

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sessions for new board and Council members. The 2004 Trusteeship Conference was held September 19-20 in Bowling Green. Approximately 265 people attended. It served as the kick-off for a year-long strategic planning initiative that will culminate with the release of the Council's public agenda for postsecondary education at the 2005 Trusteeship Conference. Highlights of the conference included presentations by Peter Ewell, vice president of the National Center for Higher Education Management Systems in Boulder, Colorado, who reported on the results of *Measuring Up 2004*; a meeting of the Strategic Committee on Postsecondary Education (SCOPE); and breakout sessions focusing on a higher education history, shared governance, college affordability, and board effectiveness.

Collaborative Programs

Using funds from the Technology Trust Fund and the Kentucky Virtual University Revolving Loan Fund, the Council issued a request for proposals in November 2003 to stimulate collaborative approaches that address state workforce needs and increase the capacity of high-demand academic programs. A committee representing the Council, the Kentucky Virtual University, the Kentucky Workforce Investment Board, and the Kentucky Department of Technical Education reviewed 13 proposals and selected three programs for funding:

- *Growing the IT Workforce – Jefferson Community College to University of Louisville to Employment:* This program establishes a partnership between the Jefferson County Public School System, JCC, and UofL that enables high school students to obtain an associate degree and a bachelor's degree in Computer Information Systems (CIS) in less than four years. A key to the success of the program is the involvement of Louisville businesses represented by the Technology Network (TeN) of Louisville. The partners provide co-op educational opportunities for the students and are donating equipment to help develop a state-of-the-art technology laboratory for the program. Outcome measures will include enrollments, retention and graduation rates, and follow up surveys to ensure accurate program content.
- *Improving Capacity and Efficiency of Academic Programs Through Innovative Course Redesign and the Kentucky Collaborative Online General Education Core (K-CORE):* The University of Kentucky, Murray State University, and the

Kentucky Community and Technical College System have formed a partnership to provide general education courses that are modular in design, deliverable online, competency-based, and student-centered. Two courses will be designed as “start-ups,” one in English and one in mathematics. Rigorous and detailed assessment will reveal how these courses can increase course capacity, efficiency, and student learning, especially for high-demand general education courses. Modular in design, the courses will not depend on academic semester calendars but instead be available at the convenience of the learner. Courses will be aligned with the high school standards identified in the American Diploma Project. Once the courses are available, they will include assessments and surveys to improve usability.

- *Modular Entrepreneurship and Supervisory Certificate Programs:* The Entrepreneurship Certificate focuses on small-business owners and the Supervisory Certificate targets business and industry. The project will create modules that are accessible both online and in classroom formats. Partners include KCTCS, the Kentucky Virtual University, and the Kentucky Small Business Development Centers. The Ford Motor Company, a featured partner, provides both clientele and support. The partners will link this effort to UofL’s nationally recognized entrepreneurship program.

Other examples of institutional collaborations and partnerships are included in the chapters of this report that address progress made on Goals 2, 3 and 4 of HB 1.

Statewide Engineering Strategy

The Council approved the Strategy for Statewide Engineering Education in Kentucky in July 2000 in response to the state’s need for more engineers. To maximize limited resources, the strategy called for the creation of joint engineering programs and included initiatives to recruit, mentor, and enroll more women and minorities in engineering programs.

As a result, Murray State University, the University of Kentucky, the University of Louisville, and Western Kentucky University are implementing Kentucky’s first joint baccalaureate degrees in mechanical, civil, chemical, and electrical and telecommunications engineering. In 2003-04, ten students were enrolled in the MuSU/UofL programs in electrical and telecommunications engineering, and 271 were enrolled in the WKU/UK/UofL programs in civil, mechanical, and electrical engineering. The first class of 17 students graduated

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in 2004. During 2003-04, the Council worked with WKU to ensure national accreditation for this program. The Accreditation Board for Engineering and Technology (ABET) will visit WKU in fall 2004. Through sharing of faculty and student support services, the joint programs provide access to larger numbers of place-bound students in west Kentucky more economically than if two high-cost, free-standing engineering programs were created there. In addition, the students benefit from the expertise of high-quality faculty at two established engineering programs with strong teaching and research initiatives at the baccalaureate, master's, and doctoral levels.

The provosts, the engineering deans, and the Council staff formed a workgroup to discuss and resolve issues that could impede success. The institutions have developed procedures for counting enrollments and graduates, disbursing funds, and establishing tuition rates. They have agreed on appointment, tenure, and promotion policies for program faculty, equipment and facility allocation, criteria for distance-learning courses, and general management of the joint programs.

The central, continuing threat to full implementation of the engineering strategy is lack of recurring funding. The Council and the institutions to date have funded joint programs from internal reallocation and non-recurring sources. The institutions have indicated they cannot continue the joint engineering degrees in their current form without a more stable source of funding. The Council's 2004-06 budget request included recurring funds for the engineering strategy.

Statewide Public Health Strategy

Kentucky ranks near the bottom on many indicators of public health. In addition, a new set of public health concerns has arisen around bioterrorism and homeland security. The Council formed a Public Health Advisory Committee in July 2003 to create a Statewide Strategy for Public Health Education, Research, and Service. The Committee includes providers and consumers of public health education, the senior public health administrators of the four institutions currently offering graduate degrees in public health, the commissioner of the Kentucky Department for Public Health, and the Council's vice president for academic affairs. The Committee developed a statewide strategy for public health education and research, which was approved by the Council at its July 2004 meeting. The plan will create cooperative accredited public health programs at Eastern Kentucky University, the University of Kentucky, the University of Louisville, and Western Kentucky University. The programs

will provide increased access through online programs to professional development and degree programs. The plan also outlines collaborative research programs to attract additional extramural funding in support of Kentucky's effort to improve public health.

Measuring and Promoting Educational Progress

The postsecondary education system scored well on a national survey of student engagement in 2003. Even though graduation and transfer rates remain well above 1998 levels, they have declined recently. In 2004-05, the Council will focus on improving performance across the system on these two key measures.

Council Measures of Educational Progress

- According to the definition adopted by the Council, first-time students are considered retained if they return to their native institution, enroll in any other Kentucky public or independent institution, or graduate by the following fall semester. Between 2002 and 2003, the retention rate for the system remained level at 68.3 percent.
- Systemwide, the six-year graduation rate for bachelor's degree students increased from 43.5 percent in 2002 to 45.3 percent in 2003. The graduation rate remains well above its 1998 level of 36.7 percent.
- Undergraduate student experience is gauged using the benchmarks of effective educational practice from the National Survey of Student Engagement (NSSE). NSSE assigns participating institutions scores for senior and first-year students for five benchmarks:
 - Level of academic challenge.
 - Active and collaborative learning.
 - Student interactions with faculty members.
 - Enriching educational experiences.
 - Supportive campus environment.

For each of the benchmarks, NSSE provides institutions with actual and predicted scores. The predicted scores are based on student demographics, admissions selectivity, enrollment, and a variety of other factors and allow institutions to compare their performance with the performance of similar

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institutions. An institution whose actual scores are higher than its predicted scores outperforms its peers.

Kentucky's eight public universities participated in NSSE as a consortium in 2001 and again in the spring of 2003. Each scored higher than predicted in several benchmark categories. The Kentucky consortium performed particularly well on the *student interactions with faculty members* and *enriching educational experiences* benchmarks. Kentucky's public universities were weaker in *supportive campus environment* and *level of academic challenge*. The Council's goal for 2003 were for each Kentucky public university to score above "predicted" on each benchmark .

Initiatives to Improve and Assess Educational Progress

In addition to the Council's key indicators, Kentucky institutions and the Council are developing student learning measures and providing professional development and networking opportunities for faculty. In 2004-05, the Council will continue to refine system measures of educational progress and work to promote increased civic engagement among college students.

Measuring Student Learning

Measuring Up, the state-by-state report card on higher education published by the National Center for Public Policy and Higher Education, assigns grades to states in five areas: preparation, participation, affordability, completion, and benefits. In both the 2000 and 2002 versions of the report card, all states received a grade of "incomplete" in the sixth category, student learning.

However, Kentucky is further along than most other states in collecting and analyzing data that attempts to measure student learning. It was the pilot state for identifying a common set of student learning measurements for *Measuring Up 2002*, including results from licensure and certification exams, graduate entrance exams, the Kentucky Adult Literacy Survey, and the National Survey of Student Engagement. *Measuring Up 2004* introduces a new phase of the student learning pilot, which required Kentucky postsecondary institutions to administer a common set of learning assessments to a statewide sample of Kentucky students and alumni. Council staff worked closely with public and independent institutions in the state to collect data integral to this project — such as results from graduate entrance exams, Work Keys assessments, the Community College Survey of Student Engagement, and a nationally referenced alumni satisfaction survey.

The results of this effort reveal that higher education reforms in Kentucky are starting to show results in the area of student learning, especially at the two-year level. Kentucky's performance is well below the national average on indicators that measure literacy levels of the state's college educated population. Also, Kentucky performs poorly (48 percent below the national average) with respect to the proportion of four-year college graduates taking and performing on graduate school admissions examinations. However, the state is more competitive on performance on licensure examinations. In fields like nursing and physical therapy, Kentucky's scores are 63 percent above the national average, and 28 percent above the national average in teacher education.

Kentucky's strong investment in its technical and community college system appear to be paying off. Graduates of two-year colleges score above the national average on all direct measures of student learning. Unfortunately, the scores of the four-year graduates on similar examinations are less competitive – 18 percent below on problem solving and 13 percent below on writing. The learning assessments also suggest a notable performance gap between black and white students in Kentucky on all these exams, although the state's African American students do perform better than their counterparts in other states.

The learning results of *Measuring Up 2004* are designed to make broad comparisons across states. Because relatively small numbers of students were tested, readers are cautioned to look at the overall pattern of results in a state profile without making too much of the individual values for each measure.

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Faculty Development

The Council supports professional development opportunities for Kentucky faculty that contribute to the goals of HB 1, the public agenda, and the system's accountability measures. Faculty development programs emphasize teaching strategies that improve learning for an increasingly diverse pool of students, incorporate technology to improve learning on campus, and assist faculty in finding funding sources that increase research at state, national, and international levels. More than 5,300 faculty members participated in such activities in 2003-04.

Faculty development program funds, with matching institutional funds, also support university teaching and learning centers. These centers help improve student retention through better teaching and advising. They offer programs to enrich teaching by using information technologies and diverse teaching strategies that better address the needs of non-traditional, minority, and underprepared students. Funds support orientation for new faculty, support

for adjunct faculty, and resources for all faculty, including an online journal devoted to enhancing teaching, increasing multi-disciplinary team teaching, and promoting collaboration. The journal can be found at <http://www.uky.edu/TLC/JournalNEW/Missionpage.htm>.

The Council uses its funds to sponsor statewide faculty development initiatives to support reform goals. A statewide faculty development workgroup, with representation from public and independent postsecondary institutions, identifies faculty development needs and implements programs. The Council also sponsors an annual faculty development conference, now in its sixth year. More than 330 faculty representing nine public and six independent institutions attended the 2004 conference. The theme was *The Scholarship of Teaching and Learning: Student Success for Kentucky's Future*. It focused on improving the quality of education as a means to enhance Kentucky's standard of living, public health, and economy.

Examples of other institutional accomplishments with these funds include:

- KCTCS faculty participated in discipline-specific workshops, designed to improve curriculum and implement a strategic plan that ensures curriculum consistency and quality across the system.
- The University of Kentucky and KCTCS jointly funded the KCTCS-UK Future Faculty for Online Learning Collaborative Project. The program prepares UK graduate students to be more effective faculty through mentoring and online course development assistance. The program benefits KCTCS by helping them to meet online course demands. In 2002-03, 483 KCTCS faculty participated in this collaborative project.
- Northern Kentucky University sponsored programs to build service learning into coursework through the NKU Center for Civic Engagement. The center works with faculty to incorporate service-learning experiences into the curriculum.
- The University of Louisville sponsors the Delphi Teaching and Learning Center and its annex at the Health Sciences Center campus. It also funds a digital and video recording studio at the Belknap campus to help faculty update Web and distance learning courses.

Teacher Quality Summit 2004

The chief academic officers held their fifth Teacher Education Summit at Western Kentucky University October 14-15, 2004. Over 170 education and arts and sciences faculty and deans from all public universities, KCTCS, and the

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independent institutions attended. The conference also included participants from the Education Professional Standards Board, the Kentucky Department of Education, AIKCU, and the Partnership for Kentucky Schools.

At previous summits institutional teams developed plans organized around nine recommendations of the statewide Teacher Education Agenda. The teams then gave status reports on their implementation. At this summit the teams focused on ways postsecondary institutions can improve the quality of educational leaders—at the classroom, school, and district levels. They paid particular attention to the Governor’s new *Education Vision* and heard plenary presentations from the Secretary of the Education Cabinet, the director of the Southern Regional Education Board’s educational leadership initiative, and two Kentucky principals. Representatives from the Education Professional Standards Board and the Kentucky Department of Education gave updates on teacher shortages in the Commonwealth and on Kentucky’s State Action for Educational Leadership Project. Faculty presentations addressed a variety of issues, including professional development and alternative certification in high needs areas such as mathematics, science, special education, and English as a Second Language.

The summit was held in conjunction with several related meetings, including the Kentucky Association of Colleges of Teacher Education, the Council on Postsecondary Education’s Educational Leadership Work Group, the Teacher Education Model Program Steering Committee, and the KCTCS 2+2 Teacher Education Steering Committee.

Participants set an aggressive agenda for next year, including:

- In collaboration with the KDE and the EPSB, creating a statewide transfer program in early childhood (modeled on the statewide 2+2 teacher and paraeducator program) to increase the number, quality, and diversity of early childhood educators.
- Revamping professional development options and career paths to include content-specific graduate programs for teachers who wish to remain in the classroom and become instructional leaders.
- Restructuring educational administration programs to use a broad array of university resources, including business and public policy, as well as colleges of education, to better prepare principals and superintendents.
- Collaborating across institutions and increasing distance learning options.
- In collaboration with the Kentucky Higher Education Assistance

Authority, addressing ways to attract teachers in high needs areas through targeted loan forgiveness programs.

- Continuing to expand programs that provide alternative routes to teacher certification for students with degrees in other disciplines and professionals in other fields.

Responsive Ph.D. Initiative

Growing numbers of employers from the academic and private sectors have called for reforms in doctoral education in the United States. The Woodrow Wilson National Fellowship Foundation's Responsive Ph.D. Initiative supports university efforts to increase the quality of the doctoral experience for students. The University of Kentucky and the University of Louisville were selected to participate in the project jointly in 2003, in part due to Kentucky's investment in faculty, research, and doctoral education through its Bucks for Brains program. Other participating universities include Yale, Princeton, Duke, Howard, and the Universities of Michigan, Wisconsin, Pennsylvania, Texas, Indiana, and California-Irvine. The program encourages participating universities to focus on four issues: promoting interdisciplinary scholarship, encouraging pedagogical training, improving diversity, and applying academic expertise to social challenges. Initiatives include UofL's Future Leaders Program (FLP), which will encourage collaboration among institutions and with non-academic business and industry partners, and the Ph.D. Completion Project, which will focus on improved mentoring and financial support for doctoral students.

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Conclusion

Increased educational attainment for Kentucky depends upon dramatic growth in postsecondary enrollment. In this area of reform, the system has achieved unqualified success. Since 1998, student enrollment has exceeded established goals for every sector of postsecondary education at all levels—certificate, associate, baccalaureate, and graduate—primarily by creating efficiencies and employing innovative strategies. Additionally, the high school and adult education feeder systems have done their part to increase the potential pool of postsecondary applicants. However, the system remained below the national average in key areas. The postsecondary system will continue efforts to ensure students receive the quality instruction and services necessary to persist to graduation and succeed in the workplace.